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ABSTRACT

The conference reported here was held for national leaders from industry, labor, education, and youth-serving organizations to (1) provide a forum for the presentation of a sampling of illustrative programs displaying initiative being taken in the private sector to enhance youth career development, and (2) obtain the counsel of participants on how the Department of Commerce car help facilitate and promote similar efforts throughout the private sector. Following a brief introduction and a discussion regarding the issues of work-education collaboration, this booklet's content is presented in five sections. The first section covers the conference proceedings and includes a summary of the presentations pertaining to each of ten programs illustrative of a range of private sector approaches to youth career development. The remaining four brief sections present (1) a brief conference statement as to why the Department of Commerce has a role to play in youth career development, (2) a synopsis of the discussion that took place during the conference, (3) conference summary and conclusions, and (4) an agenda for action for the private sector to help the whole community be a learning resource. The opening remarks, the remarks by the Secretary of Commerce, the luncheon address, descriptions of the ten illustrative programs, and a list of the participants are appended. (EM)

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Agenda for Action

PRIVATE SECTOR INITIATIVES FOR YOUTH CAREER DEVELOPMENT

A REPORT OF THE SECRETARY'S CONFERENCE ON YOUTH CAREER DEVELOPMENT

U.S. DEPARTMENT OF HEALTH EDUCATION & WELFARE NATIONAL INSTITUTE OF EDUCATION

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INTRODUCTION

In September 1976, Secretary of Commerce Elliot L. Richardson wrote more than 100 national leaders from industry, labor, education and youth-serving organizations stating his conviction that, "Never in our nation's history have we had a greater need for answers to the problem of finding and keeping qualified people to meet present and future manpower needs." Citing his conviction that the private sector has a crucial role to play in stimulating increased career awareness, preparation, selection, and the employment of American youth, the Secretary of Commerce invited them to come to Washington to review some of the programs underway to prepare young people for jobs and careers and to assist in framing a plan of action to encourage extensive and effective use of private sector resources for youth career development.

The Secretary's Conference on Youth Career Development convened at the Mayflower Hotel in Washington, D.C. on October 7, 1976. One hundred and sixty-six people from across the country participated in the meeting under the chairmanship of Joseph H. Blatchford, Deputy Under Secretary of Commerce and former Director of the Peace Corps and ACTION. Irving S. Shapiro, Chairman of the Board of E.I. du Pont de Nemours & Co. and Chairman of The Business Roundtable, addressed the Conference at luncheon.

The Conference was organized to serve two functions: one, to provide a forum for the presentation of a sampling of illustrative programs displaying initiatives being taken in the private sector to enhance youth career development; and secondly, to obtain the counsel of participants on how the Department of Commerce can help facilitate and promote similar efforts throughout the private sector.

To obtain the comments and counsel of participants as fully as possible, the conference included both plenary and round-table discussions. Each round-table discussion was chaired by a Secretary's Regional Representative, the designated agent of the Secretary of Commerce in each of the ten federal regional cities. Moreover, worksheets posing specific questions about the illustrative programs and the principles the Department of Commerce might advocate in the private sector were distributed to each participant in order to obtain written as well as oral comments.

The goal of the Conference was to review and revise a draft set of principles embodying actions that could be taken by private sector organizations

Conferees debate Agenda for Action

to further youth career development and employment. This Agenda for Action is intended for use by the Secretary of Commerce and his Regional Representatives in advocating more extensive and effective allocation of private sector resources to youth career development.

Origins of the Conference

On August 30, 1974, in a commencement address at Ohio State University, the President of the United States stated that, "The time has come for a fusion of the realities of a work-a-day life with the teaching of academic institutions." He announced that he was asking the Secretaries of Commerce, Labor, and Health, Education and Welfare to formulate "new ways to bring the world of work and the institutions of education closer together."

Subsequent to the President's directive, the Department of Commerce conducted public hearings in Hartford, Connecticut; Lansing, Michigan; Albuquerque, New Mexico; Memphis, Tennessee; and Seattle, Washington on the President's Initiative on Education and Work. Testimony was invited from representatives of business and industry, institutions of education, organized labor, and government on how each could contribute to bringing institutions of education and the world of work closer together.

From these hearings emerged a consensus that closer collaboration at the local level between the management and labor of industry and the administrators and teachers of our schools is essential for youth career development and is vital to the successful functioning of both industry and schools. The hearings provided a framework in which to draft a set of principles for consideration by the nation's private sector leadership to guide the effective allocation of resources toward youth career development.

Calling the Conference

Determining the list of persons to be invited to the Secretary's Conference was governed by several factors. A primary consideration was to identify individuals with a demonstrated interest in private sector involvement with youth career development. An effort was made to ensure that, in so far as possible, participants represented all parts of the country generally as well as education and the following segments of the private sector specifically: management and labor from business and industry and youth-serving agencies. An overriding consideration was to keep the size of the conference small enough to facilitate the communication of diverse viewpoints.

Selection of the illustrative programs to be presented at the conference resulted from an informal survey of work/education collaborative efforts currently underway in communities across the country. Neither the time nor the resources available permitted a complete review of such programs and many excellent and exciting efforts could not be included. The programs selected for presentation were intended to be illustrative of the rich variety of similar efforts and were chosen to provide conference participants with a reasonable spectrum of approaches to youth career development.

ISSUES OF WORK/EDUCATION COLLABORATION

It would be hard to find a time when America's private sector was not involved with the career development of youth. Historically, a rich variety of formal and informal efforts, arranged by and through social service organizations, civic groups, trade associations, local unions, as well as schools and colleges have addressed the issue of career development. Such efforts include school advisory committees, career fairs, company-sponsored contests, awards for excellence and scholarships, and summer and part-time jobs. There have been hundreds of thousands of businessmen and women, industrial managers, labor leaders, and professional persons involved with excellent efforts to help young people develop an awareness and prepare for the world of work. This climate has led to the phenomenal growth of career education in every state, and the growing collaboration of the business community with schools.

Yet vastly more is needed. More programs, available to more young people, based on greater depth of collaboration between youth-serving agencies and the private sector, are urgently needed.

The rapid changes occurring in our society have to a very large extent been a product of the past success of American education. This success now directly affects the workplace and the job market, and is increasingly outpacing the ability of schools and other agencies to keep up with the need for young people to prepare for a life of work.

- Many young people today are deficient in the basic academic skills to cope with and function in our changing world.
- Worker qualifications do not readily match up with job requirements, resulting in large numbers of both over-educated and under-educated employees.
- Many young people are poorly equipped with the self-understanding, the knowledge of the realities of a work world, the personal decision-making skills and the attitudes that are needed to find and hold a job and to build a career.
- Many students fail to understand the relationships between what they are asked to learn in school and what they will do when they leave school.
- Both young people and educators increasingly

Dr. Sidney P. Marland, President of the College Entrance Examination Board and Dr. Ruth B. Love, Superintendent of Schools, Oakland, California, participate in round-table discussion.

need opportunities to learn more of what constitutes today's world of work.

- Our career education systems – within schools and in other agencies – are best able to respond to the minority of young people who will eventually graduate from college; we need to do more to meet the educational needs of the majority of students who do not attend college.
- The growing presence of and need for women in the work force has not been adequately reflected in the career options usually pictured for girls and young women.
- The educational needs of minority groups, the economically disadvantaged and the disabled have not been met.

Roles for The Private Sector

Our free enterprise system depends on a resolution of these problems. Our society requires a career development process that adequately meets requirements for productive, employable and skilled workers; a responsive system which encourages individuals to develop and function according to their own skills and values. Young people need to learn about work, to acquire the skills necessary for effective work performance and to engage in work that is satisfying to them and beneficial to society. As individuals they have the right to seek to make work possible, meaningful and satisfying for themselves throughout their lives.

The private sector has a special responsibility to itself and the nation to help resolve problems and increase opportunities for youth career development.

- The private sector is the major "user" of workers; more than two out of three American jobs exist in the private sector.
- The rapid and accelerating rate of technological change in the workplace makes it even more essential that our workforce be prepared to work and adaptable to changing job requirements.
- The increasing rate of capital investment per job makes it increasingly essential that workers be skilled and productive.
- The problems of under- and over-education are pointed to as major causes of worker alienation, with its significant costs to persons, productivity and society.

The private sector has major roles to play in resolving these problems by helping America's young people better understand and prepare for the world of work through active collaboration with the schools, colleges and other agencies that have primary responsibility for the career

Irving S. Shapiro, Chairman, E.I. du Pont de Nemours & Company, speaking at luncheon, *"The job being done under the banner of Career Development can help individuals all over the country identify and achieve their own career goals, and that in turn makes it an important element in the preservation and growth of a successful nation, society and economy."*

William G. Murphy, President of the National Alliance of Businessmen

development of youth. Viewed from the perspective of the private sector, collaborative efforts are based on some combination of the following roles for the business/industry/labor/professional community:

- Participate with school administrators and school boards in formulating career education policy.
- Provide stations for observation and for actual work-study experience for students.
- Provide opportunities for observation and work-sampling experiences for teachers and counselors.
- Participate with teachers and counselors in designing realistic curricula for specific career clusters.
- Serve as an example of an equal opportunity employer.
- Help develop support for career education.
- Conduct programs designed to reduce worker alienation.

CONFERENCE PROCEEDINGS

The Secretary's Conference on Youth Career Development convened at 8:30 a.m. on Thursday, October 7, 1976. In welcoming participants, Conference Chairman Joseph H. Blatchford introduced each of the Secretary's Regional Representatives and explained their role in the conference and in formulating department policy as a result of the conference. "The Secretary has charged each of his representatives throughout the country," said Blatchford, "with front line responsibility to implement the Agenda for Action that we're hoping to develop this afternoon."

In his welcoming remarks, Deputy Under Secretary Blatchford emphasized that the statistics alone indicate how complex work and education issues can be and how impervious they can be to effective management from Washington. "We have 13 million proprietorships, partnerships and corporations in this country, employing over 88 million people in 22,000 job titles and classifications. We have another 76 million people involved in our education system as students, teachers, and administrators in 16,000 school districts and 3,000 colleges and universities, with annual operating budgets totaling over $125 billion."

He expressed confidence, however, that with the help and advice of the conference participants, the Department of Commerce will be able to focus attention on the problem of how young people relate to the world of work and how the private

Participants engage in round-table discussions

sector can better contribute to youth career development. In explaining the agenda for the day's activities, Blatchford emphasized the importance the Department of Commerce attached to gaining the benefit of the counsel, experience, and insights of the participants in developing an Agenda for Action to encourage the private sector to more broadly "get involved" in improving the present and future job and career opportunities of young people.

Presentations of Illustrative Programs

The major business of the morning session of the Conference was the presentation and discussion of ten programs illustrative of the range of approaches to youth career development in which the private sector is already engaged. The programs and the presenters were selected after an informal survey of private sector involvement in work/education collaboration conducted during September, 1976. Each illustrative program is described in detail in Appendix IV.

City-Wide Career Education Program

"The challenge we have is to become further involved at the local level in the implementation of career education, and to supply continuous feedback to educators on the results achieved."

Speaking for the Career Education Advisory Committee to the Des Moines Public School System, George McCormick, retired after forty years as a corporate personnel and training officer, related why Des Moines adopted a comprehensive career education concept in 1971. "The need was recognized by parents concerned for deteriorating student skills, as evidenced by falling test scores and lack of employable skills; recognized by industry who found applicants were virtually without basic work skills, and by students, nearly fifty percent of whom were not intending to go beyond the twelfth grade."

Mr. McCormick described how the Career Education Advisory Council came into being, and how it developed a master plan to phase career education in grades K-12 into the Des Moines Public School System over a three-year period. He credited much of the success of the program to alliances that were established with the local Chamber of Commerce, with Junior Achievement, with other youth-serving organizations and with local businesses.

Mr. McCormick suggested that a continuing difficulty is a lack of understanding on the part of educators of current business concepts and a lack of understanding on the part of employers of the problems of school administrators. "We need to

develop internships in management for educators to provide exposure to the real problems of business and employers, and design many more jobs for part-time experience-based programs and re-design jobs for co-op students."

Accompanying Mr. McCormick was Sandra Lortscher, a recent graduate of Des Moines' Tech High School where she was active in the programs of the Career Education Advisory Council and served as Iowa's State President of the Office Education Clubs of America. She is currently employed by the law firm in Des Moines where she did her cooperative education work as a student. Commenting on her various work/education experiences, Ms. Lortscher observed that one reason for her success was that, "My employers were very understanding of what my exposure had been to the business world and to the fact that I was still in school and needed to participate in school activities."

Industry-Education Council

"When the teacher comes to the point where he feels that the business and industry community, and the labor community, can make their life easier and improve the instructional sequences for their students, they will come up with more creative and more imaginative ideas than any administrator could ever conceive of."

The Central Jersey Industry-Education Council had its origins in 1966 when an attempt was made to use the community as a learning resource to motivate non-goal oriented high school sophomores to make some plans for their futures. Bernard Novick, current Director of the Council and Associate Director of Career Planning and Continuing Education for New Jersey's Woodbridge Township School District, related the growth of the original concept into a five school system-wide effort to improve communication and cooperation between the business-industry-labor community and the school systems of central New Jersey.

Organized originally to serve the needs of students, the Council became a resource for teachers, school administrators and industry as well. Mr. Novick pointed out that because of the megalopolitan nature of central New Jersey, local industry experienced a duplication of requests for assistance and support from many school systems and individual schools. One of the functions of the Council became to provide coordination of schools' requests for assistance from industry throughout the geographical area. The Council undertook a survey to develop a list of resources which area businesses and industries could make available to the schools and proceeded to coordinate field trips, speakers, and materials distribution throughout the district.

"But our major concern," Mr. Novick stressed, "and our major area of success has been in the field of teacher training. We've written curricula, but we feel unless we affect the attitudes and the feelings of the classroom teacher, the written curricula will never be implemented."

The Central Jersey Industry-Education Council is currently undergoing a change of character as participating school districts are establishing their own professional career education staffs to perform some of the functions of the Council. Mr. Novick noted that while within individual companies they have had cooperation from labor, one of the enduring problems of the Council is that it has not been successful in gaining cooperation from organized labor itself.

Questioned about the funding sources for the Council, Mr. Novick explained that the staff was paid by the school district and that the private sector provided some support for specific projects but not for general operating expenses.

Out-Of-School Youth

70001 is a program especially designed to assist the career development of the 750,000 young people who drop out of the nation's high schools each year. As explained by Ken Smith, President of 70001 Ltd., the program combines full-time employment with part-time instruction in the retail and distributive trades, high school equivalency degree preparation, "and probably most important, youth motivation."

Initiated in Wilmington, Delaware in 1969, the program has spread to 17 cities as far west as Missouri. Mr. Smith underscored that local control is essential to the success of the program. 70001 assists in local staff training, provides instructional materials, helps organize a youth organization for motivational reinforcement of participants, and

Conference Chairman Joe Blatchford and 70001 President Ken Smith field questions from the participants

aids in job development. "We'll be the catalyst, but we don't want to run it because that can be done better at the local level."

Mr. Smith asserted that building a "critical mass" of support within the power structure of a community is essential to getting a 70001 program under way, and that "You've got to convince the business community this is something that they want to get involved in. It doesn't do any good to start a program without any jobs." He stated that the most convincing argument with which to promote support for the program is that you can place seven young people in entry level jobs in private enterprise for the cost of one public service job. "And when you place somebody in private enterprise, there's a chance for a career, and long-term involvement in our society in a constructive, positive way."

Christine Ford, President of the 70001 Career Association in Wilmington, was introduced by Mr. Smith to relate a student's point of view of the program. A high school drop-out, Ms. Ford gained both a job and a high school equivalency diploma through 70001. She's currently a student at Delaware Technical and Community College. "My goal is to return to the program in a teacher-coordinator capacity, to help the associates help the students in this program."

In the course of responding to questions from the floor, Ken Smith pointed out that, rather than being a disincentive to return to high school, 70001 viewed its role in the cases of youngsters who drop out of schools to get jobs and join the program as affording an opportunity of going to the schools and saying, "Well, why don't we get a distributive education program going here or something that will satisfy that desire to get a job and learn about a job and career, and still get that high school diploma?" He answered, too, the idea that employing young people might drive adults out of jobs by noting that 70001 participants seek entry-level positions in an industry that experiences a 50% turnover at the entry level every year.

Counselling/Placement Program

"We believe that leadership is plentiful in each of our communities, if we can only find those productive programs in which to interest these leaders."

"How could 6,000 graduating seniors have the opportunity to visit and talk with recruiters from 135 colleges and universities from 28 states all at one time? How could 4,500 graduating seniors learn from business and personnel executives the importance and necessity of understanding the proper way to seek and keep a job? How could so many students who have never been destined to reach college be better informed and prepared for careers that will enable them to contribute to their community in a more positive way? Or how can our bright, sometimes forgotten minds, be expanded and stimulated through association with different environments and cultures?"

According to Fred J. Koch, President of the Memphis Volunteer Placement Program, these are the kinds of questions that motivate an impressive volunteer effort to enhance the prospects of young people in Memphis, Tennessee to find fulfilling jobs and careers. Mr. Koch stressed that the history of MVPP has been to design programs that address very specific needs and then to recruit leadership from within the community that could work toward the solution of individual problems. "We believe the real value and dynamics of these programs have been the excellent participation on the part of volunteers from many organizations." MVPP has the active participation of more than 85 companies and civic clubs represented by more than 330 volunteers assisting in job and career counselling.

Asked whether counselling went beyond career planning and into personal and family problems, Mr. Koch elaborated on the organizational structure of MVPP. Of the three staff members, one provides overall coordination to all the programs. A second is responsbile for the training of volunteers. The third works with the counselors at the three high schools with which MVPP is currently most thoroughly involved. Based on information related by the counselors, the third staff member visits homes and families and offers to assist with their problems and intervenes as necessary with appropriate social service agencies.

Cooperative Education Program

"We have helped over 2500 students with their career development program, and have assisted many of these students with paid related work experience, without which they may not have achieved the professional success they enjoy today."

Nearly twenty years ago the Vought Corporation, an aerospace company in Dallas, Texas, initiated its engineering scholarship program for local high school seniors. The purpose of the program was to attract young engineering talent to the company by offering qualified students an opportunity to combine paid employment with Vought with their collegiate studies.

B.J. Armstrong, Supervisor of Education in the Systems Division of Vought, related that an important element in the program's success was keeping 400 high school senior counselors within 100 miles of Vought's plant informed of the scholarship competition so each year the company receives more than ten applications for each opening. Another important element was to realize that "a lot of problems can arise when you try to coordinate plans between college professors and students and supervisors on a job and the student's parents." Vought found that a full-time cooperative education coordinator was the answer for their company.

As a result of its cooperative education efforts over the years, the company has produced a planned supply of outstanding graduate engineers, with a number of career-related work experiences and a desire to stay with the company.

Technical Advisor Program

"Involvement with the students and the teachers has to go beyond the formal training of the classroom. There has to be some kind of rapport, a dialogue built up for the program to be effective. We have to show students how their classroom activities will one day pay off in the real world of work."

Denver's Technical Advisor Program is an example of business taking the initiative and going to the schools to establish greater work/education collaboration. Harry R. Kennison, a product consultant for Western Electric in Denver, reported how in 1971 that company realized that "if in some small way we could assist in preparing high school students to meet the needs of tomorrow's job market, we would, in a sense, be improving the labor pool from which we and other companies in our community had to draw."

Conceived initially as a program to enhance classroom instruction in Western Electric's field of speciality—electronics—after several discussions to work out details, the company received a go-ahead to conduct a trial of the concept in two high schools. Two electronics specialists were selected to work with those schools and their success led to the expansion of the program to include today 8 of Denver's 9 high schools with 26 Technical Advisors representing 14 different companies participating.

When first faced with requests from the schools for technical advisors that went beyond Western Electric's available resources, the company determined "that the logical solution would be to gain the support and commitment of an organization that was universally accepted by the entire business community. We wanted a group that could funnel the requests from the Denver

Public Schools for more advisors to the appropriate business in the community, and then, in a sense, bring the advisor and the schools together and get them working in the classroom" The Denver Chamber of Commerce proved an ideal coordinator for the program.

Mr. Kennison was questioned about the reaction of educators to "outsiders" in the classroom and about what facts convinced management initially to start the program. He responded to the first by saying that advisors go into the classroom "more or less to relate their experiences in the world of work, and update and enhance the curriculum, rather that to take over in the capacity of a teacher" The job turnover rate in his company proved the most persuasive factor for management in initiating the program.

Vocational Exploration Program

A joint project of the Human Resources Development Institute of the AFL-CIO and the National Alliance of Businessmen, the Vocational Exploration Program (VEP) attempts to give disadvantaged youth an opportunity to experience a vast spectrum of jobs on a firsthand basis. Charles Bradford, Director of HRDI, explained that one goal of the program was to demonstrate that "career education should not be corrupted into pure and simple job training, but be education that is one part of the total process of preparing young people for the world of work"

First implemented in the summer of 1976, the VEP concept is a simple one. An employer—a company, a labor union, or a trade organization—sponsored a young person for up to nine weeks during the summer. Paying the youth at least the minimum wage, "the employer was responsible to orient the youth to all the major job functions of a particular industry, from the upper level management to the basic entry positions, exposing the youth to the educational and skill requirements needed to perform that job"

In practice, the VEP concept worked two ways. In the case of a single company employer, the young person was shifted from department to department and within those departments. In the case of sponsorship by an organization—a central labor council, for example—the organization utilized its affiliates to organize career exploration in a variety of industries, using specific plants of those industries. In both cases, however, enrollees were exposed to the principles of business management and collective bargaining.

Charles Bradford, Director, Human Resources Development Institute, AFL-CIO

Mr. Bradford emphasized that, "we think this program clearly demonstrates that when a union is brought into the planning stages, rather than at the end, the program can be more effective and operate more smoothly" Questioned about an earlier comment in the proceedings to the effect that career education programs sometimes experienced difficulty in attracting labor support, Mr. Bradford conceded that sometimes industry, educators, and labor each had difficulty in understanding one another. He urged programs to work closely with central labor councils, and where appropriate within a specific plant where a project is going to be implemented, with the local representative of the employees' bargaining unit. Asked specifically whether labor regarded career education programs as a competitive source of low-cost labor, Mr. Bradford replied that where an effort is made to inform unions and their representatives that a program will not undercut safety or minimum wage standards, such a problem is unlikely to develop.

Exploratory Work Experience Education (EWEE)

When a Vice President of Security Pacific National Bank asked the Superintendent of Los Angeles schools four years ago how the Bank could help the schools, the Superintendent answered, "You could provide about a dozen work experience stations in your new headquarters building here in Los Angeles." For the next year and a half the Bank experimented with different types of cooperative education, paid part-time work, and other approaches to youth career development. What emerged was the Exploratory Work Experience Education Program, a structured, non-paid approach to providing interested students with an exposure to a broad range of banking activities.

According to Susan Odegard, a Personnel Relations Officer for the Bank, a major reason for the success of the program has been that "it is really career exploration, as opposed to training. We emphasize that with the site supervisor. The student is not there to work, but to explore, to sample, to really observe." Students are exposed to seven different positions in a bank and then offered an opportunity to observe two of them in greater depth.

The program started with a dozen students in Los Angeles in 1972 and now involves 400 students throughout California each year. Ms. Odegard reported that other banks in California are expressing interest in the program and that in the San Francisco area three other banks are currently becoming involved.

Susan Odegard, Personnel Relations Officer, Security Pacific National Bank

Asked about the impact of the program both on the students and bank personnel, she responded, "We get amazing comments from students, like, 'I never realized banking was so interesting' and our employees, by acting as instructors, find that their jobs are more involved and that by helping these students to learn, they themselves feel more important to the Bank and to the community."

Tangible Corporate Policy

"We think it's important to bring the school people and business people together, so that they can identify and be able to start utilizing the resources that are jointly available."

Dr. Chester Francke, Director of Education Systems and Program Services for General Motors, recounted that several factors motivated the corporation to issue a company-wide policy in support of career education in 1975. An important factor was that divisions and plants of the company were becoming involved in career education programs in their communities and "were asking the corporation for some direction about what they should do, and how much they should do." As well, different staffs within the central office in Detroit were being approached by career education efforts for support and the question arose as to where the responsibility for career education rested in the company. "We were interested too in helping the schools redirect their educational emphasis, and we saw career education as an ideal way to bring about change in the schools."

The policy adopted by GM was accompanied by a set of guidelines which conferred on the company's local managers a responsibility to become acquainted with the leaders of career education activities in their communities to determine how GM can best interact with them to support career education at the local level. "I think the important thing about our policy is that it is an enabling policy, rather than a restrictive one. It says you are able to cooperate, to become involved in projects that make sense to you on a local basis. We didn't restrict it in any way."

Dr. Chester Francke, Director of Education Systems Planning General Motors Corporation.

Under GM's policy they have begun sponsoring a series of local "Business and Education Workshops" bringing teachers, school administrators, and counselors together with businessmen to talk about career education and school and work related issues. "It's our belief that businessmen should take the initiative in approaching schools, rather than waiting for the schools to approach us."

Educators-In-Industry

"We find that about all that's needed to get one of these programs rolling is to call a session in which local people meet together to discuss the possibilities. Usually, the ideas take off from there. It's a real outlet for thousands of people who want to do something constructive with the educational system."

General Electric's involvement with youth career development began more than twenty years ago when plant managers and research directors concluded that high school teachers weren't doing a sufficient job of teaching math and science. Cooperating with other companies, G.E. helped sponsor summer institutes for high school teachers to upgrade their training. According to Joseph Bertotti, Manager of Corporate Educational Relations for G.E., the emphasis on math and science in school curricula which occurred in the late fifties caused the company "to look for other areas in which we might invest the limited dollars we had." The area G.E. chose was that of student guidance and counselling.

The company began conducting summer institutes for guidance counselors to provide "a laboratory experience where the counselor spent about half of the time in commerce and industry learning what goes on in industry, what kind of work is performed, what kinds of skills are required, and what is the educational background needed to fill those kinds of jobs." The institutes have evolved over time so that today rather than selecting individual counselors for this experience, G.E. invites teams of educators from a school district to participate.

These teams are usually comprised of administrators and teachers as well as counselors. Beyond science and math, these teams now include teachers from other disciplines like English and even music. Mr. Bertotti asserted that a team can have greater impact than an individual counselor, and to enhance the effectiveness of the program, the company talks with the superintendent, principal, and other key people in a district in selecting a team. The team then works with the school officials to formulate a specific project the team can pursue during summer training that can be implemented in that district.

Local G.E. plants are also actively involved in youth career development. Working with local institutions of higher education, 12- to 15-week programs to provide educators and guidance personnel with better exposure to jobs as they actually exist in industry have been established at plant locations across the country.

WHY THE DEPARTMENT OF COMMERCE?

During the morning session of the conference, Secretary Richardson addressed the participants to define the purpose of the meeting as he viewed it. "The central problem we face," he stated, "is how best to ensure that resources invested in our young people are sufficient and appropriate, both to sustain their personal aspirations and, at the same time, meet the needs of society."

He stressed that "what young people, it seems to me, need better to understand is that there are no satisfactions, or few, that are more fundamental than the satisfaction of doing a job well." He continued that how young people relate to the current and projected nature of the world of paid employment and how they react to the concept of work in the choices that determine lifestyle must be crucial concerns of both management and labor.

"It seems clear to me that any effective response to these issues requires the collaboration of all sectors of our society. We need active participation, the assumption of responsibility and the investment of resources in helping young people find jobs and careers that are satisfying to them and beneficial to society."

The Honorable Elliot L. Richardson. *"I believe there is great potential for the involvement of the private sector in general, and the business community in particular, in the furtherance of the objectives of career education."*

Secretary Richardson concluded with an explanation of why he felt the Department of Commerce had a role to play in youth career development and had therefore convened this conference. "I gather some of you have wondered why the Department of Commerce? I hope that before the day is over, the answer to that question will be clear to the degree that you have seen the potential for the involvement of the private sector in general, and the business community in particular, in the furtherance of the objectives of career education.

"There has been a great deal of contact already with the business community on the part of the Departments of HEW and Labor. We in the Department of Commerce can help supplement and reinforce those initiatives by sponsoring an occasion like this at which we can identify specific initiatives that have worked well. We can help, thereby, to get them adopted on a wider scale by other companies and organizations. This is a major reason why we have the Secretary's Representatives of the Department of Commerce here, so that they, picking up the initiatives that have been identified here today, and recognized and endorsed as appropriate for wider dissemination and adoption, can then, in their own regions, go forward with the effort to spread the message more widely."

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SYNOPSIS OF DISCUSSION

The Secretary's Conference on Youth Career Development

An integral part of the day's agenda and a primary objective of the Conference was to elicit both written and oral comments from the participants on the issue of private sector involvement in youth career development and the proposed principles to be included in an Agenda for Action. The worksheets used to solicit written comments and suggestions and the reported conclusions of the round-table and plenary discussions as they were recorded on tape were used extensively in the analysis of the Conference and in the preparation of the final version of the Agenda for Action. The round-table discussions were reported to the Conference by each table leader and followed by open discussion from the floor. The worksheets were collected to be reviewed after the conference.

An effort was made to focus ideas, comments and suggestions both on the worksheets and in the discussions on specific questions and issues. Should there be greater private sector involvement in youth career development? Should the private sector take the initiative in starting collaborative efforts? Is the private sector really aware of its stake in youth career development and the problems of youth employment? Should that awareness be increased and if so, how? In what ways can the Commerce Department effectively increase private sector involvement in youth career development? Beyond the questions posed for the participants to consider, there were also opportunities for participants to voice other important opinions and volunteer relevant observations.

The discussions and worksheets revealed a consensus for greatly increased involvement on the part of the private sector in youth career development. Divergent opinions were put forth, however, on what should be the focus of that involvement. Some participants expressed concern that private sector "cooperation should not usurp the role of education." This concern seemed to stem from a number of comments about the lack of knowledge that students have about how the business community really works and about "the credibility gap that business seems to have in some of the communities in which they do business." It was observed that caution must be exercised to ensure that career education neither become a vehicle for business to proselytize on its own behalf nor an attempt to reduce education to the function of job training.

Frank Newman, President of the University of Rhode Island

Frank Newman, President of the University of Rhode Island, stated that in our society today most institutions suffer a credibility gap with the public. He observed that it wasn't the job of educators to tell employees how great the business world is, nor is it the job of businessmen to tell employees how great educators are. There is a need, however, for some constructive tension between the educational world and the community. Mr. Newman urged that, "What we ought to focus on, is how do we help young people get a realistic appraisal of where they want to go personally, and what it takes to get there."

In terms of youth career development, most participants regarded it as obvious that the private sector possesses resources which are essential to young people learning about and developing career interests, as well as gaining experience and skills. Most conference participants felt that it was imperative that the private sector take the initiative for increasing and improving youth career development activities in collaboration with educators and youth-serving agencies. As one participant stated it, "I think we in the private sector should realize that we have a definite role to play in identifying career opportunities and have an obligation to provide our inputs into the educational system. I feel it is important to convey

to the private sector that we can take the initiative in collaborating with the schools." Dr. Sidney P. Marland, Jr., President of the College Entrance Examination Board and former Assistant Secretary for Education of HEW, said that his experience persuaded him that the exact opposite was the case, and that the private sector "is willing to be drawn upon in much larger dimension" if education takes the lead.

Many participants observed that getting a business or organization to the point of taking the initiative can sometimes be a difficult task. It was generally agreed that the first necessary step was to increase the private sector's awareness of the problems that young people have in career development and employment, and of the benefits which accrue to business, the communities in which they operate, and society-at-large from helping to solve these problems.

Most participants agreed that the issues which would prove most persuasive in moving the private sector to take greater action and responsibility included: the potential for reduced job turnover, training costs and absenteeism, and increased productivity as well as heightened individual job satisfaction. Many participants felt there was, "A tremendous need to go straight to the chief officers of the corporations, businesses and other organizations in the community . . . and try and make them aware and get a commitment from them on career education." In one round-table discussion, it was suggested that officers of businesses and organizations who were already involved in youth career development would be needed to talk with those organizations that were not involved. Renee Shirline, Director of the Cooperative Education Bureau of the New York City Public Schools, elaborated on this point in her comments to the conference: "Business should 'turn on' business; I think it would be very helpful if businesses spoke with each other and told how they interacted with education in work experience programs and showed that it not only did not hurt the corporation, but actually helped it."

Beyond the problem of achieving increased awareness and involvement of the private sector in youth career development, other questions and issues focused on the way in which a business or organization "gets involved" in its own or its community's career education and youth career development programs. Many of the comments involved the creation or existence of a collaborative organization in the community to coordinate youth career development efforts. The concern was repeatedly expressed that small businesses often don't have the staff and resources to undertake a program on their own. "We feel there really is a need for the kind of program such as the Central Jersey Industry-Education Council, which provides a central structure through which small businesses can cooperate." It was suggested that this kind of community council or structure could serve as a clearinghouse and resource center for gathering and disseminating data on local job availability, for providing career counselling, for scheduling speakers and the use of industrial facilities for on-site visits, and for coordinating programs, volunteers and other community resources. William Moshofsky, of the Georgia Pacific Corporation, stressed that he felt this type of program was important, "Because in the absence of some kind of a continuing structure, supported by the business community, it's not likely the degree of use of community resources is going to be very high."

Other participants expressed concern about the possible disadvantages inherent in establishing a collaborative council or organization. The point was made that, "You just can't form a group of citizens, some sort of council and then meet once a month in a community and hope that that's going to get the job done, because it won't. It needs follow-up, it needs specific emphasis, and quite a bit of detail." It was observed that creating a collaborative effort could confuse ends and means and turn into a delaying tactic if one spends too much time on organizing the group—determining who will run it, which programs will be undertaken, and how much financial and other support each member will provide. Another note of caution expressed was that a group or business should start out their involvement in youth career development with one specific program in mind and work toward the completion of that goal; start with a program that you know will work and that you know you can accomplish.

In the discussion of how best to initiate collaborative efforts for youth career development, the question was raised as to whether the American Federation of Teachers or the National Education Association would be a more representative and productive partner from the labor community for the private sector to pursue. Representatives of each organization addressed the conference on this subject.

As the afternoon session progressed and most of the discussion focused on how industry, labor, youth-serving agencies and other organizations could interact with education to become involved with youth career development, some participants expressed concern that the discussion was overlooking a very important element in youth career development: young people themselves. David Harris, Student President of Junior Achievement, was widely applauded when he asserted: "I just ask, and I hope that you listen and think about it in many ways. Who can be your most viable resource? Because I'm going to be the first person that can help myself, and that goes for, I think, any young person out there. And if you're going to help us, we will definitely help you to see that you help us. So think about all of the youth, and think that we'd like to help ourselves also, and listen to us and give us a chance."

Other participants noted that one should not overlook anyone in the community as a resource in career development programs and efforts. Specifically, it was mentioned that parents should be involved in the process, retired businessmen could be used as volunteers and counselors, and that traditional youth-serving agencies such as Boy Scouts, YMCA's and YWCA's and 4-H are a vital part of a young person's informal education.

Many suggestions were put forth at the conference with regard to the role the Department of Commerce should play in increasing private sector involvement in youth career development. One role was reiterated several times as the most encompassing and important: "The best role the Commerce Department could play would be to provide the focal point, provide the leadership, and provide the vehicle for increased awareness and involvement, but not be the vehicle itself. Help bring the important parties together and then let them run with it." In specific terms, it was suggested that there was a need for a catalogue or workbook depicting different types of programs and how they work in different community situations. It was also suggested that there was a need for a listing of federal and state government offices, as well as national associations and organizations, that could be contacted for assistance in career education and youth career development efforts.

Beyond the specific roles the Department of Commerce might undertake, other suggestions of actions which could contribute to private sector involvement in youth career development included the introduction of a reward or recognition program for outstanding efforts by businesses or groups in youth career development; an investigation of the effectiveness of career education in states such as Florida and Oregon which have incorporated it through legislation in the public school curriculum; the funding of a thirty- to ninety-day program in the summer for teachers and counselors to work in industry; the provision of additional funding to schools to increase the ratio of counselors to students; and the establishment of national or state commissions comprised of industry, labor, education and youth-serving agencies to help stimulate, direct and influence action at the local level.

David Harris, Student President, Junior Achievement, Inc.

Apart from the Department of Commerce, HEW or other federal agencies like the Department of Labor, it was pointed out that small businesses, organizations and communities can look to the business and industry groups which are already well established—such as the Chamber of Commerce, Central Labor Councils, National Alliance of Businessmen and the National Association of Manufacturers—for assistance in stimulating support and involvement of the private sector in local youth career development programs and in establishing a coordinating structure for community efforts.

SUMMARY AND CONCLUSIONS

Following the discussions which occupied most of the afternoon's agenda, conference Chairman Blatchford called upon Dr. George Pratt, Assistant for Work and Education in the Office of the Secretary, to sum up the afternoon's deliberations on the part of the Department of Commerce. Dr. Pratt concluded, in part: "What we're trying to do is to focus private sector resources on improving the development of youth careers.

"As to how to do that? Well, we've found that you do that with some difficulty. But basically, business and industry can and must be involved in youth career development. They need to do it in a collaborative way, working actively with other community elements.

"The Department of Commerce, I think it was agreed, is legitimately involved and well suited to 'turn on' the business community—and when I say business community—I mean both management and labor.

"We heard that educators tend to look to business to take initiatives, but that business and industry are also receptive to initiatives from educators. What's important is that they get together and that is why we had this meeting.

"We heard that a structure, a framework, an organization, is necessary, but we were cautioned to not go out and re-invent the wheel. Use the Chamber of Commerce, NAB, HRDI, any one of a number of existing structures that are already there to facilitate youth career development. We were reminded to be realistic. Do what's do-able. And the basics in education cannot be overlooked or short-changed.

"We heard that some kind of a clearinghouse is important.

"We heard that organized labor and all employee groups are important. They are heavily involved now, and they should be brought in at the first in any kind of a collaborative effort in youth career development.

"We heard that economic education for teachers is both good and bad. But I think you can resolve that dilemma if you approach the problem in terms of how to think about that subject rather than what to think. I don't think indoctrination about anything is very good in our schools.

"Guidance counselors were emphasized; so were administrators at all levels, and teachers, regardless of how they happen to be organized.

"We heard that youth are trying to help themselves, and they'll help business and industry to help them. I think that was probably one of the best and most important points that was made."

Dr. Pratt also stated that in terms of the principles to be included in an Agenda for Action, there appeared to be general agreement on the six points considered and that they needed to be redrafted in a more positive tone.

Chairman Blatchford adjourned the Secretary's Conference on Youth Career Development at 5 p.m. after again thanking the participants for their contributions and cooperation. He pledged that the Department of Commerce considered the issue of youth career development one of the utmost seriousness that would merit attention and action on the part of whomever was elected President of the United States. He affirmed the intention of the Department to promote greater involvement of the private sector in youth career development. Deputy Under Secretary Blatchford concluded by saying the immediate challenge ahead reminded him "of President Kennedy's story about the French general who asked his gardener to plant a tree. 'But, my General, the tree is very slow growing. It's very late to bloom. It may be 100 years before it comes to fruition,' the gardener complained. 'Then, we have no time to waste. Plant the tree today.' We're going to plant this tree of youth career development, and with your help, implement it across the country."

AGENDA FOR ACTION

The following Agenda for Action is based upon the deliberations of the Secretary's Conference on Youth Career Development. Prior to the Conference, participants received a draft of these principles, and subsequent to the conference participants received a revised version of the Agenda for Action. This final version results from the comments of conference participants during the meeting and afterwards. The Department of Commerce and the Secretary's Regional Representatives advance this Agenda for Action as a way for the private sector to help the whole community be a vital learning resource—a source of broad experience to complement and provide opportunities for application of the skills acquired in the classroom.

- A MATTER OF RECORD
  Adopt high profile advocacy for youth career development. Establish a well-publicized position supporting career education and youth career development. Direct concern and personal commitment from the top are essential for efficient organization-wide involvement in work/education collaboration.

- TAKE THE INITIATIVE
  Be sure career education is educational policy. American youth gets its education in school, college, vocational school, trade unions, the military, at work, in the home, at church, in youth organizations, and wherever they find an opportunity to develop aptitudes and skills. What is important is that career education can help all these serve American youth better.

- COMMIT RESOURCES
  Assist educators in career education programs. Youth career development means bringing students and educators of all descriptions into direct contact with the world of work. This requires explicit support from private sector employers and that requires time and energy at a minimum.

- GET INVOLVED
  Collaborate in your efforts in work/education. Collaboration—not just cooperation—means the active involvement of employers, employees, educators, public officials, service organizations, labor unions, youth groups and others is essential to bringing the world of work and education closer together. Join an existing organization before you start a new one, but work actively and get involved in a career development program that makes sense for your community.

- EXPAND CAREER OPPORTUNITIES
  Eliminate artificial barriers and occupational stereotypes. Support efforts to review and revise laws, regulations, and certification requirements which impede work experience and career development. Make individual merit, personal competence and real productivity your employment standards.

- INVEST IN THE FUTURE
  Share job market data collections and projections. Vastly expanded and sometimes highly innovative schemes for collecting and projecting job market requirements are being developed at local, state and national levels. The success of these systems clearly depends on the support and participation of private sector employers and their willingness to share information with guidance and career counselors.

APPENDIX I

Opening Remarks

Joseph H. Blatchford
Deputy Under Secretary
United States Department of Commerce
October 7, 1976

Good morning. I'm Joe Blatchford, and on behalf of Secretary Richardson I'd like to welcome you to Washington and express our appreciation for your participation in this conference.

We're anticipating a very full day, and a very interesting and important day, in my judgment. You represent a wide spectrum of backgrounds, opinions and experiences from all parts of this country, representing American industry, labor, education and youth.

We're here to consider ways in which we can approach one of the major issues facing the nation, and facing our young people, that issue, simply stated, is the changing world of work, how young people learn about it, what they think about it, how they enter the job market, and how they stay in it. You've all had a good deal of experience in this field, and we're especially interested in hearing from you. We hope to take full advantage of your presence here today to gain your best counsel. To do that, we plan to have plenary sessions, individual presentations, and round-table discussions.

As you may know, the Secretary of Commerce has designated representatives in each of the ten federal regions of the country; these representatives are here this morning to work directly with you throughout the day. They will be major contributors to the formulation of department policy as a result of this conference and the recommendations you make here. The Secretary has charged each of these representatives with front line responsibility to implement the Agenda for Action that we're hoping to develop this afternoon.

The problem—and, I think, the opportunity—we confront today is the rapidly changing world of work and the issues it raises for young people. The accelerating technological revolution underway in our society makes it very difficult for commercial and national leaders, and even professional futurists, to predict the precise nature and types of work that will engage our people in even the relatively near future. Each of us can look around in our own workplace and sense the changes that are taking place. The experts suggest, in fact, that most of the specific jobs that our children will hold don't even exist today.

Where does this leave young people? How are they to learn about the world of work? At a simpler time in our history, when the places in which we worked coincided more with the places in which we lived, it was easy for children to observe their parents and elders at the tasks that provided a livelihood—whether farming or furniture-making. But the rapid suburbanization of America and our advancing technologies have increasingly isolated the places in which we work from the places in which we live.

Our children, therefore, have fewer opportunities to become familiar with the realities of working, and even educators are hard-pressed to keep abreast of the specific requirements for specific jobs so they can relate them to young people.

I'm sure all of us agree that young people need opportunities to become aware of their aptitudes, skills and interests, and that they need opportunities and assistance to make career choices and to try and learn by doing. As they make their choices, they will need training and the assurance that, though they may be inexperienced, the interested and qualified will find entry to paid employment.

Satisfying all these needs, of course, is no easy task.

When you approach the issues of work and education collaboration, just the statistics themselves are astounding. We have thirteen million proprietorships, partnerships and corporations in this country, employing over 88 million people in 22,000 job titles and classifications. We have another 76 million people involved in our educational system as students, teachers and administrators in 16,000 school districts and 3,000 colleges and universities, with annual operating budgets totaling over $125 billion. When these statistics are viewed by individual citizens, organizations of workers, institutions of education, and employers in a free market economy, the tremendous complexity inherent in dealing with work and education becomes evident. It is clear to us here in Washington that such complexity cannot be managed from Washington.

We do believe, however, that the Commerce Department, through the Secretary's initiative as a national leader, can focus attention on the problem of how young people relate to the world of work. We can provide a forum for the presentation of programs and the exchange of ideas about them. We can carry the message of an Agenda for Action to the private sector throughout the country. Because of the Secretary's background in both the Department of Health, Education and Welfare and the Department of Commerce, and because the Department of Commerce has a unique relationship with the business community, we see our role

as one of guiding, exhorting and working with the private sector so that business and labor will become more involved with the educational community to foster youth career development.

It seems clear that the private sector has a special stake in youth career development. The decisions we make as a society about these issues will help shape the character of our commercial and industrial life in the future.

Because these issues affect so many elements of American life—management as well as labor, educators as well as employers, government as well as the private sector—it seems clear too that the efforts to address these issues must be collaborative.

I am particularly pleased to see all of you here today because we represent the kind of collaborative effort that is so clearly needed. I am sure that with your help, and with your considered judgment, we can make a significant contribution to dealing with these issues and improving the present and future job and career opportunities of many of our young people.

We are starting with the assumption that we already know what the problem is, and that we are here to find the solutions. We can cite statistics all day long about the problem; you are all involved with solving it. But our focus is to get millions of others in the private sector and in education to join with us in formulating some solutions.

What we propose to do next is to use the resources that are present here today to illustrate some of the ways that the private sector is already contributing to the career development of young people. We will lead off with brief presentations of each of these programs, followed by a period for questions and comments. Later, we will have round-table discussions of these and other programs suggested from the floor.

I trust you have received a draft of the Agenda for Action. This afternoon, we will be discussing the points of this Agenda in detail. I want to emphasize that we view this Agenda for Action as just a draft document; we are hoping that you will help us to refine it. Add points, subtract them, change them; and by the end of the day, we hope to have an Agenda for Action that the Secretary and the leaders of private business can use as a guide to action in the private sector.

Each of the Secretary's Representatives has been provided a supply of worksheets which he will distribute during your discussions. The worksheets contain some specific questions for your consideration, but, more importantly, they also provide an opportunity for us to obtain any written comments you wish to provide on the issues under discussion.

Let me say at the outset that the programs we have selected for presentation this morning are simply what they have been called—illustrative. We know there are many other efforts underway which you may be involved with or aware of which equally merit our attention. I hope you'll bring them up during both the round-table discussions and our general discussion.

Thank you.

APPENDIX II

Remarks

Honorable Elliot L. Richardson
Secretary of Commerce
October 7, 1976

Good morning. I'm pleased to be here. I have taken a lot of interest in the subject you're discussing, and I think it's exciting that we have come together today to hear about and to discuss very concrete approaches to dealing with it. I see here friends and colleagues with whom I've worked on one or another aspect of the problems of education and work and career preparation over the years — notably Sid Marland, former Commissioner of Education, now President of the College Entrance Examination Board in Princeton, New Jersey. I think, however, he is likely to be remembered even longer for his initiatives in the development of career education than he may be for his present, very important, role.

Ruth Love is here, too, who formerly headed the Right to Read program, for which she did so much.

There's also Frank Newman, now President of the University of Rhode Island, who is identified with the Newman Reports which broke innovative ground in many areas, but especially in relationship to the need to break the educational lockstep and create opportunities for young people to be exposed to the discovery of their own talents, and the testing of these talents in the world of work.

Jerry Rosow is also here, who was Assistant Secretary of Labor when I was at HEW, and who has long been deeply interested in the problems of manpower/womanpower development, work incentives and work satisfactions, and who now heads the Work in America Institute.

It may seem self-serving to some that anyone who has bounced around in as many jobs as I have in the past several years should call a conference on Career Development, but I can guarantee that another career is the last thing I have in mind for myself right now.

We are eager to have your advice and your help, to have the benefit of your counsel and experience. That is why I have asked my colleagues, Deputy Under Secretary of Commerce, Joe Blatchford, and all of the Secretary's Representatives to work closely with you in the months ahead. Today's schedule is designed so that we will be seeking not only your oral comments here, but any written comments that you wish to send us in the future.

The central problem we face is how best to ensure that resources invested in our young people are sufficient and appropriate both to sustain their personal aspirations and, at the same time, meet the needs of society. I won't go through a long litany of the problems we face that are familiar to you. They include, of course, the increasing numbers of young people unprepared and unable to find and hold jobs. We get a lot of occasions nowadays to talk about the problems of unemployment, but the fact is, of course, that the increases in unemployment in the last two months have been wholly increases in teen-age unemployment.

We see, in addition, steadily mounting rates of employee turnover and absenteeism. We see the increasing cost to society, and to individuals, of worker alienation and deferred hopes for a better life. We see the work ethic itself threatened with increasing doubts among young people about the value to self and society of having a job and putting forth one's best effort.

I might add here, I can't resist interpolating the observation that I've never been quite sure that the work "ethic" was an appropriate phrase. It seems to me an inheritance of Puritanism which felt that working was analogous to donning a hair shirt. It was something one did because of sheer obligation.

What young people, it seems to me, need better to understand is that there are no satisfactions, or few, that are more fundamental than the satisfaction of doing a job well. I quote William Faulkner in my book as saying that "there is nothing else, really, you can do for eight hours a day that will give you satisfaction." You can't eat for eight hours a day, or even make love for eight hours a day. Fly fishing you can do for eight hours a day, but I'm not sure you want to do it 365 or even 300 days a year. It would pall pretty soon. In any event, the significance of work as a source of a kind of satisfaction that no one else can give and no one else can take away is something that we really have got to do a better job of communicating.

All these factors make clear why a crucial concern of both management and labor must be how young people relate to the current and projected nature of the world of paid employment, what they accept, and how they react to the concept of work in the choices that determine their lifestyles.

It seems to me clear that any effective response to these issues requires the collaboration of all sectors of our society, especially our communities. More concern, even cooperation, won't suffice. We need active participation, the assumption of responsibility and the investment of resources in helping young people find jobs and careers that

are satisfying to them and beneficial to society.

Those who recognize that their vital interests are at stake in helping young people develop a career orientation will not settle for less than active participation. Those who fail to recognize that their vital interests are at stake do not understand the problem. These are, of course, broadly shared concerns within our society, involving leaders in education and youth organizations, in business, industry and the professions, in the labor movement, and in government.

But we didn't invite you here to lecture you, but to ask and learn from you. We want your ideas and your insights, and so I have asked Joe Blatchford, who has been presiding here, to use the skills he developed in creating ACTION out of the Peace Corps—action in both the sense of the title and in the sense of constructive forward movement—to provide the leadership for this conference. And I've asked the Secretary's Representatives from around the country who are here with you to be present and to work closely with you. It is my hope that the efforts we all invest today will pay off in increased jobs and career opportunities. And, most importantly, in fulfilled lives for millions of young Americans in the future.

APPENDIX III

Luncheon Address

Irving S. Shapiro
Chairman, E. I. du Pont de Nemours & Company
Chairman, The Business Roundtable
Secretary of Commerce's Conference on Youth Career Development

I am glad this meeting is taking place, and that I have a chance to share in it. The job being done under the banner of Career Development can help individuals all over the country identify and achieve their own career goals, and that in turn makes it an important element in the preservation and growth of a successful national society and economy.

Let me review with you a few basic facts, which I interpret from the point of view of a person who has had a career in business.

Our economy is expanding in the United States, and the labor force is growing with it. More people have jobs than ever before—a total of 88 million. It is no secret, though, that a great many people who want jobs—and many who need jobs badly—do not have jobs. At last count, unemployment was at the 8 percent level.

The trouble with that figure is that it's an average and averages don't help much. Among people well established in their careers, there is some unemployment but much less than 8 percent. Among some other groups the unemployment rate is far above 8 percent.

The example that ought to concern us today is unemployment among people in the under-20 age group. Fully half of the unemployed people in this country fall into this group, and it is clear that, unless new job opportunities are created, these young people will have no place to go, and neither will their younger brothers and sisters coming along behind them.

The best estimate I can get is that, to bring down the present unemployment rate and provide for the growing labor force, we need to create at least 2.5 million new jobs a year in the U.S. for the next four to five years. That's a lot of jobs.

Another kind of fact to be noted, on the encouraging side, is that a great deal of work has to be done in this country in the years ahead. We need to increase production and develop new technologies to fill needs we can't fill now and to conserve natural resources. We want to help improve living standards in other countries as well as our own, and keep a strong competitive position for the U.S. in the overall world economy.

It ought to be easy, then, to link up the jobs that need people, and the people who need jobs, but it's not that easy. There are at least three stumbling blocks.

- The jobs that need doing are not necessarily located where the unemployed people are. Call that the geographic problem—or maybe the mobility problem.
- People who need jobs do not necessarily know enough about them. Call that the information problem. And third . . .
- Young people often do not have the skills to qualify for jobs. Let's call that the training problem.

I am not as worried about the mobility problem as about the other two. I don't deny that it is a problem, but Americans in general are pretty flexible people, and I believe we could get the jobs and the people together if the other two problems were resolved.

The information problem and the training problem are the tougher challenges, and I'm convinced that these can be handled only if business and government work together as active partners.

That partnership does not imply the creation of many new job opportunities in government. To the contrary, the large majority of the new jobs ought to come in the private sector. Furthermore, we are talking about enduring jobs, jobs that have a future, and not about transitory jobs which have a "make work" quality about them.

This point should be kept in mind because there are some proposals afloat here in Washington to tackle the unemployment problem by setting up percentage targets and a timetable. I am all for getting unemployment down, but some of the mechanisms proposed do not appeal to me at all. For example, one bill in Congress would add somewhere between three million and eight million people to the government payrolls, and cost an additional $24 billion to $48 billion per year. Government already employs one person out of six in this country, and with the Federal budget running a heavy deficit it is hard to develop enthusiasm for another program with a price tag in the tens of billions of dollars—particularly if there is an alternative available.

There is an alternative. An expansion of jobs in private business and industry, which can be helped along by more and better educational and communications programs.

There has been a great deal of attention given to the job training side of the problem by people in government, business and the labor movement. Some industries—the chemical industry is one example—have for years had Co-op Programs

with schools and colleges, and a variety of on job training programs. We proved to ourselves long ago that you can take a young man or woman who has never been in an industrial plant and turn him or her into a highly skilled chemical operator or mechanic. We don't hesitate to put tens of millions of dollars worth of complicated equipment under their control.

We don't claim to have all the answers on job training, but we have learned a lot and made some progress.

Not to make judgments in a field in which I am not an expert, but I have the impression that we have further to go on the communications side of the problem. A lot has changed in industry and in other parts of our economy, and the stereotyped impressions many people have about a great many types of work just are not accurate. In some fields of work it's a good bet that if someone formed his ideas ten years ago or more about the jobs out there, the ideas are probably wrong.

In the past, business and industry could absorb quite large numbers of new employees with comparatively low skills. Many production jobs were on assembly lines and could be filled by people with minimum training. But assembly-line types of work represent a declining percentage of the total jobs in manufacturing. More jobs in the service field, as well as in the goods-producing sector, call for considerable skill. Frequently they require academic preparation that is difficult to provide in a job setting. The candidate has to bring it with him. To take just one example, you can't be an instrument mechanic in the chemical industry today until you learn some electronics and hydraulics, and that calls for a good background in mathematics.

It was with the information problem in mind that we in the du Pont Company decided several years ago to expand our outreach to the schools. Our departments had worked with educators on Career Development matters before then, but we concluded that a more sharply focused program was needed. We chose to concentrate on Delaware because that is where our Company has its headquarters, and where we have the heaviest concentration of jobs.

The program is similar to some others with which you are familiar, so I won't burden you with detail. It revolves around people from the community making themselves available to give students and teachers firsthand facts about various kinds of careers. A central clearing house has been set up to identify Community Resource People, and a catalogue has been published showing the topics that they are prepared to cover. It's a matter of only a telephone call or two for a teacher to arrange for an appropriate person to come to his or her classroom. To help put their program together du Pont made one of its staff people available full time for 18 months. Some of you know him: John Reynard.

The points I would want to make about the Delaware Program are quite basic:

- It is not du Pont's program, but the community's. We are contributing to it but so are many others. That is important.
- It is a collaborative program between the private sector and educators ranging from classroom teachers to the State's top educational official. The educational group was involved from the start. We think that's important.
- It is a broad-scale program, not concentrating on industrial jobs by any means but involving more than 1,200 people from more than 250 businesses, labor and governmental organizations.
- Last, it is a limited program with measurable objectives. It does not try to do everything for everybody all at once. Instead, it started with a few school districts and is being expanded gradually. We think it's important not to bite off more than you can chew.

Whether we are on the right track or not it is too early to say with any great conviction. We do not want to over-claim, and the facts will speak for themselves after a little more time has passed.

We do believe, though, that the overall objective and approach are right. The focus is on jobs in the private sector, with government and private companies working in tandem. We are convinced, too, that this type of effort, along with better follow-up educational and training programs, is much the best answer to the employment question, for the alternative is continuing high welfare costs, a continuing loss of the contribution many young people could make to our society, and continuing personal tragedy for many individuals who deserve better of themselves, and of us.

In the final analysis there will be no magic wand in Washington that will provide a solution. In my view, it will come from a large number of specific actions taken in various communities across the land. Where our people have engaged in self-help they have been successful. That is my message for today, and I wish you great success in your deliberations today and in your actions at home thereafter.

APPENDIX IV

City-Wide Career Education Program

Des Moines, Iowa has a tradition of helping youth explore career opportunities. As early as 1932, the city promoted an annual High School Day in which students went to work in local businesses and industries. Co-op programs in retailing and office work gained wide community support. Advisory committees of people from business and industry played an important role in the development of the programs and facilities for the Technical High School which opened in 1942.

In 1971, when the Superintendent and the Board of Education set out to develop a master plan for implementing career education in grades K-12, they found their business and labor leaders again ready to help. An Advisory Committee for Career Education, composed of 22 members from business, industry and labor and three student members, was organized and began meeting monthly during the school year. This "umbrella agency," unique in its inclusion of youth representatives, still functions to ensure that attention to policy matters and to practical implementation of career education programs keep pace with each other.

After agreement that career education concepts should be introduced at the elementary level, developing appropriate informational materials became a major problem. At the junior high level the only school materials available were for the occupational clusters of construction, manufacturing and agri-business. Persons from business and industry were quickly identified to help junior high teachers develop needed materials for six additional career clusters and to secure donated materials and equipment.

Since Des Moines is in an agricultural state, understandably the agri-business program holds a high interest for students. This program was developed with the help of an advisory committee of agri-business employers and gives both junior and senior high school students an opportunity to explore and gain basic skills in thirteen different career areas ranging from animal science to farm business management.

Other unique career education programs have been developed at the senior high level. The Executive Internship Program provides an opportunity for high school juniors and seniors to work with a business executive for an entire semester and receive academic credit related to the tasks they perform. The business community has given its full support to this program designed for students seeking a career requiring a baccalaureate or higher degree. The practical nursing program is in its third year of operation and is the only such program in Iowa. As part of the clinical preparation required for licensing, senior students are trained in the community's hospitals.

The annual reports of the Advisory Committee for 1975 and 1976 presented several recommendations for the secondary guidance and counselling program in Des Moines and for the Technical High School. The Committee's primary concern was staff upgrading. They noted that the majority of vocational instructors stay current only by reading trade publications, while employees in business and industry rely heavily on company or dealer schools to keep abreast of new products and techniques. There followed a recommendation that upgrading could be effected if more of the business and industry techniques were made available to instructors.

Des Moines is deservedly proud of its career development efforts to date, but the Committee realizes that there is still a large faction of the community that is uncommitted and to whom the concept must be sold.

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Industry-Education Council

The purpose of the Central Jersey Industry-Education Council is to develop communication and cooperation between the business/industry/labor community and the education community. To this end it engages in selected activities relevant to career development and awareness of all sections of the community.

Created in 1966 by a federal planning grant to the Woodbridge Township School District, it has now become a joint venture of business/industry/labor and five school districts in the county. CJIEC's 1975 Report lists 28 major companies as participants in the year's program. These companies and participating school districts contribute monies to the Council to support its programs and staff of five persons.

In order that students will have accurate information on which to make career decisions,

C.J.I.E.C. has, among other activities, created a Community Resource Directory with computer assisted career information, a speakers bureau and a program to eliminate sex-role stereotyping in careers.

Another area of particular concentration is a "how to" program for seniors about to enter the job market. School Industry Coordinators, or in some cases Job Placement Coordinators, make a presentation to senior classes as part of the English program emphasizing the importance of effective communication skills in obtaining employment.

An additional thrust of the C.J.I.E.C. program is assisting educators, businessmen, and labor officials in assuming a leadership role in career education and placement. This has been accomplished through Leadership Training and Career Guidance Institutes.

The Leadership Training Institute, sponsored by the National Alliance of Businessmen, is conducted every year for 30 to 40 upper-level decision makers from business, labor and the schools. The purpose of the Institute is to assess the need for and techniques of implementing career-oriented programs. The Career Guidance Institute, designed for teachers, guidance counselors and administrators, parallels the Leadership Training Institute and emphasizes implementation and operation of career development programs.

One of the most successful activities of C.J.I.E.C. is the Community Resources Workshop —a program for influencing teachers. In a four-week, 120-hour summer workshop, educators identify a particular problem in their discipline. They are encouraged to utilize business, industry and labor resources to develop a response or better approach to the problem. Among the areas of focus have been foreign language careers, the teaching of biology, applied mathematics, and business management training.

Parents especially appreciate the community involvement programs which, with the help of the media, have enabled the school systems to cooperate with each other and with industrial, business and labor organizations.

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Out-Of-School Youth

As one satisfied employer told a 70001 evaluation team . . . "Whatever you're doing, it's working." What 70001 is doing is coordinating a nationwide program that combines job placement with career preparation, academic instruction and motivation for people in the 16-22 age bracket. It's working, its officials say, because it provides young people with a pattern of successes to replace the pattern of failures that were formerly the students' primary experiences in school and in business.

The enrollees are guided into immediate, unsubsidized employment. On-the-job training ensures that job skills and work attitudes necessary to satisfy the employer are learned. Enrollees are also required to work toward their High School Equivalency Diploma (GED) after hours. Another key element in the program's success is the provision of the structured program of youth activities designed to strengthen personal motivation for career development.

In 1969, a grant from the Thom McAn Company in Wilmington, Delaware initiated the program that grew into the now independent corporation, 70001 Ltd. Thom McAn's executives were concerned with the economic and social problems caused by unemployed and out-of-school youth. They approached the Distributive Education Clubs of America (DECA) for help in providing a means for these young people to obtain immediate employment along with the job training, basic education and personal motivation they would need to enter the field of marketing and retail distribution.

During the first three years, the program cost less than $1,000 per participant per year and 71% of the participants stayed in their jobs for at least a year. Impressed, the Community Services Administration funded DECA in 1973 to spread the 70001 program to communities who wanted such a program and would manage and finance it with 70001 "franchising" the special expertise and quality control. 70001 is now an independent non-profit corporation and this year's expansion effort is viewed as the first step needed to bring 70001 to every interested U.S. city by 1981. The Department of Labor is financing this first year of the expansion effort while 70001 seeks to become basically self-sustaining by providing consulting services to local programs. 70001 is the only manpower training program with a youth organization and the only one that franchises its name and expertise.

In statistical terms the program shows significant gains in growth and operation since its beginning in 1969. By January of 1975 the 17 programs and 2,000 enrollees in 9 states represented a 400% growth. By December of the previous year over two-thirds of those enrolled in 70001 had been placed on the job and 50% of the remainder were preparing for employment.

In dollar terms, 70001 costs less than the average manpower training program: $1,000 per participant and under $1,250 per job placement compared to the $3,087 average cost nationally per CETA participant. In 1975 alone, enrollees earned more than $1 million and paid out approximately one-fourth of this in local, state and federal taxes.

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Counselling/Placement Program

The Memphis Volunteer Placement Program (MVPP) was established in 1968 when Memphis, as well as many other communities around the United States, was experiencing civil disturbances. The schools were in need of help and it was the idea of two local businessmen and a high school counselor that the businessmen—among others in the community—had special resources that could be of vital help to the guidance department of an inner city school. Thus, MVPP was developed as a counselling program operated by volunteers from the community to assist high school students with career planning.

In the last eight years, MVPP has become a vital and vigorous effort in Memphis. The volunteer counselling program now utilizes 110 community volunteers in the one-to-one and group counselling of more than 1,000 high school students on general career planning. Nearly 4,500 graduating seniors are provided guidance in preparing themselves for finding employment. MVPP has produced, in cooperation with the Board of Education, a vocational guidebook entitled "Start Getting That Job Now." It also conducts a Jobs Readiness Training Program in conjunction with the Memphis Employers Merit Employment Program, a company-sponsored program to promote non-discriminatory employment. Last year, some 170 volunteers from business, industry, labor and local governments were directly involved in the job readiness sessions conducted in 17 of the 30 city high schools.

Selected Memphis high school juniors are invited to an annual career conference on Communications Occupations. The local TV and radio stations and newspapers provide the equipment, talent and luncheon for the conference. The 300 students attending last year were exposed to simulations of actual production problems presented by each of the three media outlets. At a point in their lives when they are beginning to make up their minds about possible careers, these students learn firsthand about some of the pressures as well as the opportunities in communications occupations.

As part of its program, MVPP conducts a special two-day college-a-rama. The 6,000 graduating seniors of Memphis' high schools are bussed to Cook Convention Center. There they have an opportunity to talk with representatives from 135 colleges and universities, such as Harvard, Wellesley and the Air Force Academy, about career interests.

MVPP is also involved in sending a limited number of exceptionally bright high school juniors to four eastern prep schools, Andover, Choate, Exeter and Mt. Harmon. More than 90 students have participated since 1969 in this program of accellerated 6-8 week sessions.

These and other MVPP programs have received the enthusiastic support of the Memphis Board of Education. The Board furnishes one of the four paid staff members and contributes about one-sixth of MVPP's budget. The City Council provides two thirds of the budget, the remaining sixth comes from organizations and individuals.

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Cooperative Education Program

Prior to World War II, the Vought Corporation, an aerospace company, established cooperative engineering programs with the University of Cincinnati and M.I.T. The Company moved to

Dallas, Texas in 1948 and immediately started a co-op program with Southern Methodist University, following later with other colleges in the Southwest. Engineering has been the predominant major, but students majoring in other fields have also been employed. In all, over 30 colleges and universities have been involved. In the past 20 years, Vought has helped 13 Texas colleges and five out-of-state schools start their own cooperative programs.

Because of the limited number of engineering graduates available in the Southwest, Vought, in 1957, established co-op scholarships for high school seniors with the Engineering Career Programs. Through written and personal contacts with nearly 400 high schools in north Texas, 15 to 20 winners have been selected each year. This program has attracted many outstanding high school seniors and has supported them through their college career with not only related work experience, but with considerable guidance and counselling. Essential to the program is close coordination between the student, the Company and the college. To quote the Vought Supervisor of Education, "Now we grow our own."

And "grow" they do. Some 261 students have completed their bachelor's degree in this program in the past 15 years. Equal periods of college study alternate with well-planned and increasingly complex work assignments at Vought. In five years, the student earns the bachelor of science degree while gaining two years of practical, diversified engineering experience. During those 15 years, 187 co-op graduates elected to stay with the Company. Vought is rightfully proud of this 72% retention rate.

Although the number of employees at Vought may have fluctuated from a high of 25,000 to a low of 8,000, depending on its contracts, the Company has never laid off any engineering co-op students. Vought officials feel they have gained too many fine employees and other benefits to contemplate cancellation of this program.

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Technical Advisor Program

Denver's Technical Advisor Program grew out of an idea conceived at Western Electric. Their community relations director, observing the discrepancy between what graduating students knew about electronics and the skills Western Electric needed, sought to provide local students with increased career awareness. In the school year 1971-72, Western Electric sent two electronics technicians to local high schools to describe their jobs and the skills needed for those jobs. These technicians also offered to serve as a resource for the teacher, supplementing the curriculum with demonstrations of new equipment and films on current innovations.

As more people became aware of these activities and as dialogue increased between the private sector and those in the education process, the effort expanded. Bell Laboratories volunteered two other advisors. With support and approval from the Denver Public Schools, representatives from Western Electric asked the Denver Chamber of Commerce to sponsor the expanding program. The Chamber responded enthusiastically and shortly thereafter five additional Denver corporations offered advisors. In 1975-76, fourteen local industries offered advisors to participate in eight Denver schools in the areas of business and office skills, accounting, drafting, machine shop, electronics and construction.

The main purpose of the Technical Advisor Program is to supplement and enrich the high school curriculum. Advisors donating one to two hours per week during the school year can accomplish this in a variety of ways. In the classroom the Advisor frequently helps students with individual projects such as the repair of a television set in an electronics course or the preparation of a sample job resume in a business and office skills course. In other instances, the Advisor may call on another employee of his company to assist in getting a particular point or concept across to the student. While most of the Advisor's time in the classroom is devoted to expanding the students' career awareness, the Advisor has another role. Because of his non-threatening relationship with the students, the Advisor can discuss with them their goals and ambitions, and eliminate some of the anxieties the students encounter when making the transition from high school to a career or college.

Coordination for the entire program is provided by the Denver Chamber of Commerce. An Advisory Board acts as liaison between industry representatives and the School Board. In the long run it is hoped that the Technical Advisor Program

will improve the quality of the labor force, provide a better labor pool for companies to select from, and improve career opportunities for Denver youth.

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Vocational Exploration Program

How do you get a high school student who's ready to drop out of school to stay and start planning for a career?

Recognizing the correlation between those students who leave school and the number of unemployed and unemployable persons, the Human Resources Development Institute (HRDI) of the AFL-CIO and the National Alliance of Businessmen (NAB) have focussed their attention on the problem.

The Vocational Exploration Program (VEP) is a pilot youth program sponsored by HRDI and NAB. Utilizing business and labor resources in eighteen metropolitan areas during the summer of 1976, VEP provided 240 disadvantaged high school students, whose ages ranged from 16 to 21 and who were completing either the 11th or 12th grades, an opportunity to explore a variety of occupational areas and to gain a better understanding of the world of work, in order to identify career interests and develop career goals.

First conducted in the summer of 1976, the program, which is educational rather than work-oriented, placed students with private employers and labor unions, with whom they gained experience in such diverse occupations as computer processing, personnel, telephone line repair work, bank cashiering and air traffic control work. Through on-site experience and classroom sessions, the students received exposure to a variety of work activities, to labor management issues and practices, to employment requirements and to career planning.

In each city, HRDI and NAB Representatives provided general program coordination, identified employers and assisted in the selection of enrollees. Programs were designed and operated locally, enabling the contracting company or labor organization to develop a program which was appropriate to the local situation. Companies participating in the program ranged from large corporations to public utilities to financial institutions to medium-sized and small businesses. Programs were also contracted and managed by AFL-CIO central labor councils, local unions and other labor organizations.

In all cities, the response to the program from employers, students, parents, labor officials and school systems has been very positive. Company personnel found the program easy to operate and, in several instances, have offered students part time jobs as a result. The students discovered that there are jobs they enjoyed and some which did not interest them. They felt the experience was much more worthwhile than participation in regular summer youth programs. Most importantly, they found that there are many aspects of the world of work of which they had not known before, and that education is a very important part of their preparation for earning a living.

Replications of this program are expected to improve the working concept from which a model can be developed which will enable collaborative efforts between existing groups to address the problems of hard-core unemployed youth.

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Exploratory Work Experience Education (EWEE)

The Exploratory Work Experience Education Program sponsored by Security Pacific National Bank is an effort to improve the career development of youth in California. Students 16 years of age or older who have expressed interest in banking as a possible career choice are selected by their schools to participate in this program; these students are chosen from both inner city and suburban schools — wherever a Security Pacific branch is located.

On-the-job observation and limited participation in bank operations provide students with the chance to learn what duties a computer clerk, a teller or a new accounts clerk performs. Seven such positions are observed, each for four hours

during a single week. In total, with an initial two-hour orientation, each student receives 30 hours of actual work observation. At this point, the student either elects to leave the program or continue in a work area in which he/she expresses a career interest.

For those continuing, a period of up to 30 hours may be spent in their selected work area. (The State's Industrial Welfare Commission has set the maximum of 30 hours.) If a student chooses, he/she can continue for an additional 30 hours — up to a total of 90 hours in the program — but only if they rotate to a new area of specialty.

Formal Guidelines for this program have been worked out in great detail and with real collaboration with both schools and organized labor. The Guidelines specify all arrangements, including the restriction that students receive no compensation for their participation. For students who desire employment at the completion of the program, a referral is made to the Bank's nearest recruitment office.

Security Pacific experimented with many types of work experience programs, paid and unpaid. After four years of operation, bank and school officials agree the current model has proved best. Other banks in the area have taken Security Pacific's example and adopted very similar programs.

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Tangible Corporate Policy

A conviction that business has a major role to play in achieving the goal of education providing preparation for employment and work led in 1975 to the adoption of a corporate policy entitled, "General Motors and Career Education." Asserting that, "General Motors' support of quality education includes the concept of career education in United States schools and colleges," the policy went on to define how GM proposed to help "... schools and colleges, particularly in GM plant city communities, by actively participating in:"

- Providing classroom speakers and instructional materials on specific careers,
- Providing plant visits,
- Cooperating with educators in designing career curricular and teaching aids,
- Cooperating in career orientation programs for educators,
- Service on industry-education advisory councils.

General Motors has gone well beyond the simple assertion of a policy. Guidelines for GM Support of Career Education have been established, detailing the role and types of assistance to be offered by GM operating people. Career education coordinators have now been appointed in 101 of the 110 General Motors plants. In many cases, each plant's Education and Training Director takes on this additional role, working directly with local schools, businesses, organized labor, community organizations, parents and other industries to achieve GM's policy objectives. These coordinators are designated by GM Plant City Committees which then coordinate the company's involvement with the local schools.

Every coordinator has a chance to share what his plant is doing through GM's Career Education Exchange newsletter, which appears monthly. The newsletter helps coordinators keep abreast of other programs, new legislation, and federal and state activities in career education.

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Educators-In-Industry

How does an educational administrator, teacher or guidance counselor upgrade his own information about the world of work, vocational guidance and career development? Since 1959, General Electric has been involved in taking an active role in providing educators with these skills.

GE's activities started with sponsorship of Summer Guidance Programs at selected universities. These special six-week programs combined professional instruction in counselling skills with first-hand experience in GE plants and other local industries. Over the past 17 years, there have been approximately 2,000 alumni of the Program who are better prepared to counsel young people in career development. All programs provide for graduate level credit with additional credits avail-

able for implementation of plans developed during the summer.

In 1971, several GE plant locations took the initiative to better expose their community's educators to the industrial environment and to inform them of careers currently available in industry through orientation in local plants.

Although GE was encouraged by the success of the Summer Guidance Program and their own local efforts, they felt that more help was needed from other private sector organizations at work with educators. In 1972, GE developed a model called Educator-In-Industry Programs to be implemented at the local plant by GE representatives in cooperation with nearby colleges or universities. Following a needs assessment of the career guidance activities of the community, the GE representative tries to develop a community-supported Advisory Council to help plan a program targeted at counselors.

The program format is a series of two- to three-hour sessions conducted late in the afternoon for 12 to 15 consecutive weeks. These formal sessions are supplemented by plant visits and "shadow" experiences. The specific subject areas covered vary with the employment markets in each locale. These programs also carry graduate level credit available through the cooperating institutions.

Participating educators say the results at both the summer institutes and in-service programs have proved to be excellent. Moreover, GE officials note that these programs have visible results in the GE plant communities where they occur. With the exposure to the world of work that they have obtained, participating educators provide correct and up-to-date information about careers in commerce and industry to students who have traditionally received less help than their college-bound peers. Many of these young people are helped to identify careers in which immediate jobs are available.

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APPENDIX V

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